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ABSTRACT

This guide is intended to aid school systems to help students, as members of a group, recognize the effects of chemical dependency on themselves and their peers through student awareness programs. After the introduction, a section on identifying outcomes deals with setting realistic expectations for a student awareness program. The need for gaining administrative and student support is discussed. Suggestions are then made to aid the planning committee, including possible group standards to consider and actual tasks associated with program preparation. Format issues are discussed, with recommendations for small group facilitator training and the use of expert presenters from outside of the school. Sensitivity to home situations and providing opportunities for students to talk outside the group situation are dealt with. The remainder of the booklet provides information on setting up the content of a student awareness program. Goal statements are arranged in order of priority along with an indication of the approximate time needed for each goal. Statements of objectives and content outlines are provided for each goal statement. Activities and resources are broken down and described separately for grades 7-8, 9-10, and 11-12. A sample agenda shows the flow of activities for each day of a typical awareness program. (LLL)

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INTRODUCTION

Student awareness programs are intended to help students, as members of a group, recognize the effects of chemical dependency on themselves and their peers. The purpose for these short term programs is to motivate a large group of students to consider positive alternatives to the use of chemicals and supportive measures for those who have been affected by chemical use, abuse, and dependency. Student awareness programs also provide a means for significantly increasing student support for and cooperation with the school/community team's efforts to implement a comprehensive chemical dependency prevention and intervention program in the school system.

Student awareness programs have been so successful in systems where they have been held that the Division has received numerous requests from other team sites for information and assistance in setting up similar programs. This booklet has been designed in response to those requests. The booklet contains guidelines to help plan and conduct awareness programs two to five days in length for students in grades 7-12*.

IDENTIFYING OUTCOMES

Before actually planning a student awareness program, it is important to identify what the desired outcomes are for such a program and to determine whether the school is ready for student awareness in its program development.

It is important to be realistic in setting expectations for a student awareness program. It is highly unlikely that the student body will suddenly become champions of a chemical-free life style as a result

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*The Division does not recommend one day programs as they do not allow enough time to cover the basics that make student awareness effective.

of what they learn in the program. Youth who choose a chemical-free lifestyle will be attracted by it because of the support it provides for their lifestyle. However, the awareness itself will not break down the barriers of group loyalties for any student sub-groups.

Student awareness does not replace the need for comprehensive curriculum in grades 7-12. It does foster a common awareness of chemical dependency in a student group. That increases the potential receptivity of individuals and the group to more in-depth study of broader chemical use, abuse, and dependency issues through a unit in the school's academic curriculum.

Some specific questions to answer in considering outcomes are:

- Do we want to break the "no talk" rule about chemical dependency in our school?
- Are we prepared to help students who may identify concerns as a result of a student awareness program?
- Have we completed education and awareness for faculty and staff in the school?
- Do we have teachers or others prepared to facilitate support groups?
- Is the student awareness program going to be properly sequenced within the guidelines of "what schools must do"?
- Do we have support groups that can help students with special problems?

GAINING ADMINISTRATIVE AND STUDENT SUPPORT

As in any team activity that involves the school, plans for a student awareness program need to be preceeded by acquiring the support of the school board, superintendent, and building principal. At least one administrator ought to be actively involved throughout the planning

process. That person will be key to facilitating adjustments in time schedules and room assignments that may be necessary during the days of the awareness program. It is also important to involve team members who represent the community, as well as those who represent the school. This way the activity is seen as a "team activity" and the chances for broader-based support are increased.

To obtain more united support of an awareness program from all factions of the student population, it is helpful to involve members of each subgroup in the planning process. This is especially important in consideration of the emotionalism that surrounds the topic of chemical dependency. Students typically react with negativism to discussions or lessons related to alcohol or other drug use. They distrust teacher credibility and they view alcohol and other drug use as a power struggle between adults and youth. For some youth, chemical use is a means of defying adult authority and expressing their own independence. Students are also put off by programs that place all the focus on the "youth drug problem," denying the roles of adults in all aspects of chemical use, abuse, and dependency.

When students are actively involved in the process of selecting films, planning and giving presentations, leading discussions, facilitating small groups, introducing special speakers, much of the negative student reaction to the program will be defused. Students will see their peers taking some responsibility for a community problem instead of seeing adults "talking down to or at them."

THE PLANNING COMMITTEE - BALANCING TASK AND PERSONAL ACCEPTANCE

Involving individuals with very diverse backgrounds in the program planning process can not be effectively accomplished without taking time to set group standards and giving everyone a chance to get acquainted.

Youth especially relate to peers and adults on the basis of personal connections as opposed to professional qualifications. For everyone to feel like a valued member of the planning group, he/she must feel accepted in the group and respected for his/her unique contributions. Differences need to be respected while similarities are recognized as the working rule of the group.

Some possible group standards to consider are:

- Everyone here, while here, is an equal
- Differences are respected and accepted
- Personal sharings are confidential
- Everyone belongs - listen to each other
- Everyone shares responsibility and support
- We may not agree with one another, but we can agree on common points

The actual tasks associated with preparing for the awareness program may be handled entirely by the total planning group or may be delegated to subcommittees. Tasks to be completed include:

- scheduling and logistics
- determining content
- planning presentations
- selecting films
- selecting and contacting special speakers
- preparing handouts, charts, or other visual aids
- preparing for evaluation of the program
- selecting small group facilitators
- making small group assignments
- identifying local resources

PREPARING SMALL GROUP FACILITATORS

To maximize the potential value of a student awareness program, the

format needs to provide opportunities for active participation by the students in small groups. A small group meeting following presentations of information on each major content area provides an opportunity to process new learnings and feelings that may have been evoked by the content. Each small group should be made up of 12-16 students from different population sub-groups. Assignments would be made by the planning committee. Small group facilitators can be trained in the Interactive Learning Process (ILP) technique for small group discussions. That training takes three hours and is best if scheduled for one afternoon a day or two before the actual awareness.

USING LOCAL RESOURCES TO PRESENT CONTENT

Material can be presented very effectively in a student awareness program without relying on "expert" presenters from outside of the school. Lectures and mini-lectures are only one of many possible techniques for presenting content. Demonstrations, role play, panels with question and answer sessions, films, and large group process all work very well. If enough time is provided for small group sessions, students can wrestle with their emotional and intellectual reactions to the material in that setting. Outside speakers may enhance the program through their ability to address specialized areas such as OUI laws, pharmacology, treatment, recovery, and support systems. General content related to chemical dependency and its impact on families can be adequately presented by team members who have been through the Division's training institute.

MEDIA COVERAGE

Press coverage of the program by the local newspaper is excellent public relations for the team. If newspaper articles summarized content of the program, parents would have a much better understanding of what their students are experiencing.

AUDIENCE CONSIDERATIONS

Within this booklet, the suggested content and format information has been divided into three distinct segments - grades 7 & 8, grades 9 & 10, and grades 11 & 12. There is overlap in some of the films and suggested resources for the different grade segments. It's necessary to preview materials and determine what is most appropriate for the students in any given school.

Note that the I'll Quit Tomorrow film series is not recommended for use with students below grade 11. For students in the 11th and 12th grades, the presentation of chemical dependency within the context of an intimate relationship is relevant. As young adults, those students are pondering how they will relate to another person in a serious long term relationship. The suggested content for that grade level can also be used in an adult education setting.

Prior to the 11th grade, the I'll Quit Tomorrow series seems too unreal and too intimate for most students to relate to. They prefer a film that has a central character closer to their own age. Of course, the introduction to such a film needs to clarify that, although the film deals with chemical dependency in an adolescent, it is not solely an "adolescent problem." Other films dealing with adult chemical dependency should also be shown in the early part of the awareness program to reinforce the fact that the disease can occur in anyone. Students who come from chemically dependent families may then be able to see that part of their resistance or uneasiness with the subject matter is a reaction to the disease in their families. The awareness program should help them to understand that their home situation is not something that they caused, can control, or can cure.

SENSITIVITY TO HOME SITUATIONS

As a preface to each day's presentations in a student awareness program, the "no talk" rule needs to be broken through an acknowledgment that some of the content will relate very directly to the family life of some students. Be sure to have local resources identified for any students who may need someone with whom to talk. Some schools set aside one room where a student can meet with someone at anytime throughout the program. It is also valuable to set up booths with information on AA, Alateen, and Al Anon for students to visit during the program. The logistics relating to such arrangements need to be clearly arranged and understood before the program by group leaders, student leaders, presenters, guest speakers, and the student audience. The most opportune time to help a student is when the defenses have been lowered, at least temporarily, through the new awareness.

USING THIS BOOKLET

The information on setting up the content of a student awareness program has been arranged in this booklet as follows:

Goal statements: These have been arranged in order of priority. The longer the program, the more of these goals it is realistic to expect to accomplish. The approximate time needed for each goal is given. If a two-day program is planned, it will be possible to accomplish goals 1-4. For longer programs, additional goals can be added to the program.

Objective statements and content outlines: These are provided for each goal statement. The content outline is intended to provide those planning the program with a sense of essential information that needs to be included through short lectures and other activities.

Activities and Resources: These have been broken down and described separately for grades 7-8, 9-10, and 11-12 in consideration of differing levels of emotional and mental development. A preview by students may help in determining if specific films are appropriate for a particular group of students. Consideration of other factors that may be influencing a specific student group may necessitate modification of the activities and resources recommended in this booklet.

Sample Agenda: A sample has been devised to show the flow of activities for each day of an awareness program. It is especially important to allow adequate small group process time and to involve students as presenters and/or to introduce films or speakers.

PROCESS OUTLINE

GOAL #1. To establish the relationship between the acceptance of feelings and self-esteem.

OBJECTIVE	TIME	CONTENT	GRADES 7 & 8 ACTIVITIES & RESOURCES	GRADES 9 & 10 ACTIVITIES & RESOURCES	GRADES 11 & 12 ACTIVITIES & RESOURCES
The learner will be able to recognize how personal put-downs can shut him/her off from positive experiences	30 min (60min w/film	1. Basic skills needed to feel good about oneself a. ability to relate to solve problem	Lecture Demonstration-role play Small group ILP	Lecture Demonstration-role play Small group ILP	Lecture Demonstration-role play Small group ILP
(Unit - 1 - 1½ hours)		2. How beliefs about oneself influence actions, attitudes, and decisions a. unreasonable demands or expectations b. bias against oneself	Optional films: Maine Kids: Just Listen to Us! Self Incorporated	Optional films: Seventeen...Going on Nowhere The Alcoholic Within Us Maine Kids: Just Listen to Us! Feelings	Optional films: Seventeen...Going Nowhere Maine Kids: Just Listen to Us! Am I Worthwhile? The Alcoholic Within Us Feelings
		3. Learning how to accept personal strengths and weaknesses a. ideal vs. real self b. change always involves stress loss discomfort		References: Vulture, Sidney Simon Why Am I Afraid to Tell You Who I Am, John Powell The Basis of Self-Esteem Don Dinkmeyer and Gary McKay	

NOTE: Visual aids in the form of overhead transparencies or flip charts with large block letters are an important element of lecture presentations at every grade level and for each goal.

PROCESS OUTLINE

GOAL #2. To convey an understanding of the dynamics and progression of the disease of chemical dependency.

OBJECTIVE	TIME	CONTENT	GRADES 7 & 8 ACTIVITIES & RESOURCES	GRADES 9 & 10 ACTIVITIES & RESOURCES	GRADES 11 & 12 ACTIVITIES & RESOURCES
The learner will be able to: 1. describe the phases in the progression of the disease 2. describe the harmful relationship that develops between a chemically dependent person and chemicals. 3. identify factors that influence adolescent chemical use 4. identify symptoms of chemical dependency in an adolescent	1½ to 2 hrs.	1. Phases of the Disease Learning seeking Harmful Dependency Chronic (death) 2. The feeling chart 3. Involvement of the Whole person in the disease process Physical Social Mental Spiritual Emotional 4. Key words and phrases mood swings blackouts co-alcoholic dry-drunk increased tolerance decreased tolerance conspiracy of silence repression supression delusion enabling family disease free-floating mass of emotions 5. Mood altering drugs valium equinol librium miltown dalmane meprobamate seconal cocaine quaalude heroin marijuana alcohol 6. Physical and emotional developmental factors a. physical change b. withdrawal from adults c. drastic mood changes d. reassessment of values	Lecture Small group ILP AA/Al-Anon/Alateen resources Optional films: The Late, Great Me It Can't Happen to Me 99 Bottles of Beer	Lecture Small group ILP AA/Al-Anon/Alateen resources Optional films: The Late Great Me It Can't Happen to Me Life, Death, and Recovery of an Alcoholic 99 Bottles of Beer The Alcoholic Within Us	Lecture Small group ILP AA/Al-Anon/Alateen resources Optinal films: I'll Quit Tomorrow (clarify what's going on in graveyard scene and modern dance scene and the jumps between reality and abstract scenes) The Late Great Me It Can't Happen to Me Life, Death, and Recovery of an Alcoholic? 99 Bottles of Beer

NOTES: * Calling the Shots
* minimizing material that might be interpreted as scare tactics
* do not use recovering individuals as speakers at this point

PROCESS OUTLINE

GOAL #2. Continued

OBJECTIVE	TIME	CONTENT	GRADES 7 & 8 ACTIVITIES & RESOURCES	GRADES 9 & 10 ACTIVITIES & RESOURCES	GRADES 11 & 12 ACTIVITIES & RESOURCES
	1 hr.	e. experimentation f. self consciousness and peer influence 7. Erratic and rapid progression of the disease 8. Assessment tool-symptoms (Use a group) 9. Risk Factors a. child of an alcoholic b. family history c. experiencing early warning signs			

PROCESS OUTLINE

GOAL #3: To clarify the role of enabling in the progression of the disease.

OBJECTIVE	TIME	CONTENT	GRADES 7 & 8 ACTIVITIES & RESOURCES	GRADES 9 & 10 ACTIVITIES & RESOURCES	GRADES 11 & 12 ACTIVITIES & RESOURCES
The learner will be able to: 1. define enabling 2. describe enabling behaviors 3. describe how to overcome enabling (Unit - 2 hours)	½ hr. films 1 hr. group 30 min.	1. definition: "What I do that allows and assists the progression of the disease to continue (friends, family, school) 2. reactions to chemical dependent person's disease c.d. enabler rationalization believes it repression feels crazy projection self blame minimization accepts it irresponsibility assumes responsibility 3. characteristics of enablers strokes pride in what they're trying to do praise from others power feelings "If only...I" low self worth guilt loneliness fear delusional thinking 4. forgiveness for past enabling a. it's all the natural, helping things we do that don't work b. can't change what happened in the past- need to forgive self for what you didn't know c. accept the feelings you have, (anger, resentment, mixed feelings) d. start taking care of yourself (Alateen or other support groups break the "no talk" rule in the school)	Content Items 1 and 4 in lecture and demonstration Optional films: The Glug Comebacker Small Group ILP	Lecture and demonstration Optional films: Short Distance Runner The Enabler The Late, Great Me Small Group ILP Calling the Shots (cultural enabling)	Lecture and demonstration Optional films: The Enabler Short Distance Runner If You Loved Me The Late, Great Me Calling the Shots (cultural enabling)

18

19

12.

NOTE: Need some role play scripts

PROCESS OUTLINE

GOAL #4: To increase understanding of the impact of chemical dependency on the family.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES GRADES 7 & 8	ACTIVITIES & RESOURCES GRADES 9 & 10	ACTIVITIES & RESOURCES GRADES 11 & 12
The learner will be able to: 1. contrast the characteristics of healthy and dysfunctional families 2. describe the roles taken on in families (Unit - 2 3/4 - 3 1/4 hour)	1-1½ hr. film 1 hr. group- 45 min.	1. The family as a system (healthy vs. dysfunctional) a. contrast it to the body or the car as systems b. adjustments people make to hurts or broken parts c. caring in families - the disease makes it hard to care (what you feel isn't good or bad-what counts is what you do with them) d. importance of kids in families e. kids can't cause c.d. in parents f. the things kids hear when c.d. person is under the influence are not true feelings (they're drug induced) 2. family roles (what you see on the outside does not reflect what's on the inside) (doughnut image) a. lack of choice about roles b. chief enabler hero scapegoat lost child mascot c. roles exist in all families but they are rigid in a dysfunctional family 3. kids can get support and help for coping a. Alateen b. support groups at school c. counseling	Lecture and demonstration Small group ILP Panel discussion - Alateen/Al-Anon Optional Films: Lots of Kids Like Us All Bottled Up A Step in Time Alcoholism in the Family Books: The Secret Everyone Knows She Drinks A Little The Boy Who Drank Too My Dad Loves Me, My Dad has a Disease	Lecture and demonstration Small group ILP Panel discussion Alateen/Al-Anon Optional Films: Soft is the Heart of a Child Lots of Kids Like Us Drinking Parents Family Trap She Drinks a Little (processing critical) Alcoholism in the Family Alcoholism and the Family Life, Death, and Recovery of an Alcoholic Books and articles: It Can't Happen to Me (other articles by Claudia Black) The Family Trap Another Chance	Lecture and demonstration Small group ILP Panel discussion Alateen/Al-Anon Optional Films: Soft is the Heart of a Child Lots of Kids Like Me Drinking Parents Family Trap She Drinks a Little (processing critical) Alcoholism in the Family Life, Death, and Recovery of an Alcoholic

NOTE: Include parents in student awareness; use graphic and concrete images

13.

PROCESS OUTLINE

GOAL #5: To identify ways to get help and the types of help available for oneself or someone else.

OBJECTIVE	TIME	CONTENT	GRADES 7 & 8 ACTIVITY & RESOURCES	GRADES 9 & 10 ACTIVITIES & RESOURCES	GRADES 11 & 12 ACTIVITIES & RESOURCES
The learner will be able to: 1. describe a range of intervention strategies 2. describe various forms of treatment for a person who is c.d. and for family members (Unit: 1 3/4 - 2 1/2 hours)	½ hr. film 1 hr.	1. Describe intervention a. realistic assessment of your own situation (i.e. risks and possible losses involved) b. involve somebody more objective in discussion of the need for intervening 2. Levels of intervention a. personal encounter with concerned others (avoid one on one) *b. Johnson model using professionals preparation practice the process "what if" clause c. identifying intervention resources 3. Treatment modalities a. in-patient b. out-patient c. family d. AA, Al-Anon, Alateen 4. Treatment goals a. disease can be arrested not cured b. redirect energies into growth of self through group and individual * mention before I.Q.T. - reel2	Lecture and demonstration (Highlight the need to get help to intervene: there is hope: you are not alone: Alateen) Small Group ILP Optional films: 17...Going on Nowhere A Step in Time Short Distance Runner Joy's Story Intervention & Recovery Other options: Panel of recovering youth or treatment facility representatives AA, Al-Anon, Alateen materials and/or speakers	Lecture and demonstration (Highlight the need to get help to intervene: there is hope: you are not alone: Alateen) Small Group ILP Optional films: The Intervention Intervention and Recovery Joy's Story It Can't Happen to Me The Young Alcoholic: A Family Dilemma Panel of Recovering Youth (videocassette) Short Distance Runner 17...Going on Nowhere King of the Penny Arcade Other options: Panel of recovering youth or treatment facility representatives AA, Al-Anon, Alateen materials and/or speakers (Note: panelists should be prepped to focus on the need for help based on being out of control, not on "war stories") (Note: may focus on intervening to prevent someone from driving under the influence of chemicals)	Lecture and demonstration (Highlight the need to get help to intervene: there is hope: you are not alone Alateen) Small group ILP Optional films: The Intervention Intervention and Recovery Joy's Story It Can't Happen To Me The Young Alcoholic: A Family Dilemma Panel of Recovering Youth (videocassette) 17...Going on Nowhere King of the Penny Arcade Other options: Panel of recovering youth or treatment facility representatives AA/Al-Anon/Alateen materials and/or speakers (Note: may focus on intervening to prevent someone driving under the influence of chemicals)

from

Note: May focus on intervening to prevent someone from driving under the influence of chemicals

PROCESS OUTLINE

GOAL 6: To identify ways to support a recovering chemically dependent person or affected person.

OBJECTIVE	TIME	CONTENT	GRADES 7 & 8 ACTIVITIES & RESOURCES	GRADES 9 & 10 ACTIVITIES & RESOURCES	GRADES 11 & 12 ACTIVITIES & RESOURCES
The learner will be able to 1. describe the importance of support groups in the recovery process 2. describe ways to promote chemical free alternatives. (Unit: 2 - 2½ hours)	½ hr. films: 1 hr. groups small	1. the role of support groups in the school and community a. replace enabling with natural consequences b. an atmosphere of care and concern c. help friends to understand the issues of recovering persons 2. create a climate where it's acceptable to the chemical-free a. break the no talk rule b. feelings can be discussed 3. what happens in a support group a. sharing of feelings and b. confidentiality c. group facilitator d. participants' commitment to the group 4. special self help groups a. young people's AA b. Alateen c. C.O.C. Al-Anon d. other special populations women gay deaf others - 5. peer pressure as an influencing factor a. positive (choice, talking) b. negative (no choice, no talking)	Lecture & demonstration Small group - ILP Panel discussion-optional Role play Optional films: Loosening the Grip (Unit Three) Short Distance Runner It Can't Happen to Me Life, Death, and Recovery of an Alcoholic She Drinks a Little Comebacker Thinking About Drinking	Lecture & demonstration Small group - ILP Panel discussion-optional Role play Optional films: Alcohol, Pills, and Recovery Life, Death, and Recovery of an Alcoholic Feelin' No Pain AA and the Alcoholic Comebacker She Drinks a Little (processing critical) New Life of Sandra Blaine Loosening the Grip (Unit Three) A Slight Drinking Problem Short Distance Runner	Lecture & demonstration Small group-ILP Panel discussion Role play Optional films: Alcohol, Pills, and Recovery Life, Death, and Recovery of an Alcoholic Feelin' No Pain Comebacker She Drinks a Little (processing critical) New Life of Sandra Blaine Loosening the Grip (Unit Three) A Slight Drinking Problem Short Distance Runner

NOTE: Highlight peer pressure

15.

PROCESS OUTLINE

GOAL #7: To describe the role of adolescents in initiating primary prevention activities in the school and community.

OBJECTIVE	TIME	CONTENT	GRADES 7 & 8 ACTIVITIES & RESOURCES	GRADES 9 & 10 ACTIVITIES & RESOURCES	GRADES 11 & 12 ACTIVITIES & RESOURCES
The learner will be able to:	½ hr.	1. definition of primary prevention a. involving enhancing exciting b. examples	Lecture	Lecture	Lecture
	film 1 hr. activity 1 hr.		Youth presentation by kids in peer helper programs	Youth presentation by kids in peer helper programs	Youth presentation by kids in peer helper programs
		2. planned and conducted by adolescents for adolescents or younger children or adults	Small group discussion action plans (What Wheels)	Small group discussion action plans (What Wheels)	Small group discussion action plans (What Wheels)
(Unit: 2½ hours)		3. guidelines for structure and organization			
		4. student awareness programs			
		5. peer helper programs			
		6. chemical-free activities	Optional films: Loosening the Grip (An Ounce of Prevention) Feelin' Good: Alternatives to Alcohol and Drug Use	Optional films: Loosening the Grip (An Ounce of Prevention) Feelin' Good: Alternatives to Alcohol and Drug Use	Optional films: Loosening the Grip (An Ounce of Prevention) Feelin' Good: Alternatives to Alcohol and Drug Use
			Books: The Encouragement Book Vulture 101 Ways to Enhance Self-Concept in the Classroom Maintaining Sanity in the Classroom Consider the Alternative High on Life	Books: The Encouragement Book Vulture 101 Ways to Enhance Self-Concept in the Classroom Maintaining Sanity in the Classroom Consider the Alternative High on Life	Books: The Encouragement Book 101 Ways to Enhance Self-Concept in the Classroom Maintaining Sanity in the Classroom Consider the Alternative High on Life Vulture

16.

PROCESS OUTLINE

GOAL 8: To present basic pharmacological information.

OBJECTIVE	TIME	CONTENT	GRADES 7 & 8 ACTIVITIES & RESOURCES	GRADES 9 & 10 ACTIVITIES & RESOURCES	GRADES 11 & 12 ACTIVITIES & RESOURCES
The learner will be able to 1. identify basic pharmacological information and its relationship to chemical dependency (Unit: 1½ - 2½ hours)	1 hr. film: 1 hr. group: ½ hr.	1. define how psychoactive drugs fit into the disease concept a. poly addiction b. cross addiction c. each shows signs and symptoms of disease of chemical dependency but different patterns of withdrawal 2. drug categories a. CNS depressants b. CNS stimulants c. narcotics d. hallucinogens e. marijuana 3. physiological effects set setting past experience 4. practical steps for helping someone who has O.D'd (without enabling)	Lecture (May utilize special speakers such as: Dr. Joe Drehar, St. Mary's Hospital, Lewiston; or Don White E.M.M.C., Bangor) Resource Packets Optional films: Psychoactive Drugs of Abuse: Signs and Symptoms Chalk Talk Revised Understanding Alcohol Use and Abuse Drugs and Your Amazing Mind Alcohol-How Much is Too Much First Aid: Drug Emergency Angel Dust	Lecture (May utilize special speakers such as: Dr. Joe Drehar, St. Mary's Hospital Lewiston, or Don White E.M.M.C., Bangor) Optional films: Psychoactive Drugs of Abuse: Signs and Symptoms Chalk Talk Revised First Aid: Drug Emergency Reading, Writing and Reefer Stoned	Lecture (May utilize special speakers such as Dr. Joe Drehar, St. Mary's Hospital, Lewiston; or Don White, E.M.M.C., Bangor) Optional films: Psychoactive Drugs of Abuse:Signs and Symptoms Chalk Talk Revised First Aid: Drug Emergency Reading, Writing & Reefer Stoned

NOTE: Additional content on physiological and psychological dependence.
Avoid "how to" demonstrations that end up being commercials for drugs.
Only have presenters who will cover this topic in the context of the disease concept.

17.

PROCESS OUTLINE

GOAL 9: To increase awareness of chemical use, abuse, and dependency and highway safety.

OBJECTIVE	TIME	CONTENT	GRADES 7 & 8 ACTIVITIES & RESOURCES	GRADES 9 & 10 ACTIVITIES & RESOURCES	GRADES 11 & 12 ACTIVITIES & RESOURCES
The learner will be able to: 1. describe the effects of drinking/drug taking on driving skills in adolescents 2. identify specific ways to prevent drinking and driving 3. describe the laws related to drinking and driving	½ hr. film: 1 hr. group: ½ hr. 1 hr.	1. intervening on potential drunk drivers a. two choices (neither to be to drive after drinking) - never try to reason with a drunk b. responsible hosting c. don't "blame" as a rationale	Options: Panel discussion Speakers Role-play Demonstration (taking away the keys) ILP Action Plan	Options: Panel discussion Speakers Role-play Demonstration (taking away the keys) ILP Action Plan	Options: Panel discussion Speakers Role-play Demonstration (taking away the keys) ILP Action Plan
		2. laws a. age 20 b. OUI laws c. role of the police and liquor enforcement	Optional Films:	Optional Films:	Optional Films:
		3. appropriate restitution for drunk drivers a. held accountable b. referral for assessment	Joey and Me Drinking Driver: What Could You Do?	Drinking Driver: What Could You Do? Danger Ahead: Marijuana On the Road Until I Get Caught Arrest and Seize Teenage Drinking: Hey How About Another One? Why Me? Collision Course The Day I Died Five Drinking Drivers	Drinking Driver: What Could You Do? Danger Ahead: Marijuana On the Road Until I Get Caught Arrest and Seize Teenage Drinking: How About Another One? Why Me? Collision Course The Day I Died Five Drinking Drivers
		4. ways to avoid riding with a drunk driver a. soft strategies b. strong strategies			
		5. high risk occasions and prevention strategies a. prom, graduation, holidays b. media campaigns			
		6. statistics			
		7. blood alcohol level a. special considerations for adolescents			
		8. decision-making skills a. peer pressure b. risks-consequences	A Step in Time The High Road	High Powder	High Powder

SAMPLE FLOW FOR THE AGENDA EACH DAY

Time	Activity	Person(s) Responsible
8:00 a.m. 20 min.	Welcome, Introduction of the Week Pre-Test	Planning Chairperson(s)
8:20 a.m. 30 min.	Lecture and Demonstration	Adult and/or Student Leader
8:50 a.m. 30 min.	Film:	Projectionist
9:20 a.m. 15 min.	B R E A K	
9:35 a.m. 30 min.	Small Group Discussion: ILP	Facilitators
10:05 a.m. 30 min.	Lecture and/or Demonstration	Adult and/or Student Leader
10:35 a.m. 30 min.	Film:	Projectionist
11:05 a.m. 40 min.	Small or Large Group Process	Facilitators
11:45 a.m. 30 min.	L U N C H	
12:15 p.m. 20 min.	Lecture and/or Demonstration	Adult and/or Student Leader
12:35 p.m. 30 min	Film:	Projectionist
1:05 p.m. 30 min.	Small Group Discussion	Facilitators
1:35 p.m. 25 min.	Large Group Report Out	Adult and/or Student Leader
2:00 p.m. 15 min.	Closure for the Day	Planning Chairperson
2:15 p.m.	D I S M I S S A L	

STUDENT AWARENESS PREPARATION CHECKLIST

Program Planning Data:

1. Proposed program dates:_____
2. Specific time blocks:_____
3. Total number and description of participants:
   a. Students_____ Specify grades:_____
   b. Teachers_____ Specify:_____
   c. Other school personnel:_____ Specify:_____
   d. Community representatives_____ Specify:_____
   e. Others:_____ Specify:_____
4. Number of small group facilitators needed (1 per 12-15 students)

   _____
5. Facilitator training date:_____

   To be trained by:_____ Location:_____
6. Assignments:

Planning Activity	Activity Coordinator	Completion Date
1. Obtaining administrative support and involvement		
2. Scheduling & logistics (room assignments, etc.)		
3. Contacting the Division if necessary		
4. Determining content to be covered		
5. Planning presentations		
6. Preparing visual aids (overhead transparencies, flip charts)		
7. Previewing, selecting and scheduling films with students on the planning committee		

6. Assignments (continued)

Planning Activity	Activity Coordinator	Completion Date
8. Selecting and contacting special speakers		
9. Preparing handouts		
10. Preparing evaluation instruments		
11. Selecting small group facilitators		
12. Assigning students to small groups		
13. Identifying and making arrangements with local resources (including AA, Alateen, Al Anon)		
14. Arranging for equipment		
15. Arranging media coverage		

Equipment

	Yes or No	Quantity
1. Projector	_____	_____
2. Take-Up Reel	_____	_____
3. Screen	_____	_____
4. Newsprint	_____	_____
5. Newsprint Stand	_____	_____
6. Markers	_____	_____
7. Tape	_____	_____
8. Visual Aid Charts	_____	_____
9. Name Tags	_____	_____
10. Pencils	_____	_____
11. Paper	_____	_____
12. Scissors	_____	_____
13. Extension Cords	_____	_____
14. Video Taping Equipment	_____	_____
15. Blackboard	_____	_____
16. Other	_____	_____

_____

_____

_____

CONCLUSION

Student awareness programs will have unique differences in each school system where they are conducted. They will reflect the talents and resources available as well as the needs of particular student populations. Planning those programs requires a lot of work and is most effectively accomplished when the school/community team actively involves students and other staff members in the process.

Student awareness needs to be an annual event in a school to assure awareness of chemical dependency among the changing student body. The first year for student awareness may target programs for all the grades in a building (e.g. 9-12). Then the norm may be to plan an awareness program for one of those grades for each ensuing year. Planning for each new year's program will need to take into consideration the increased understanding in the school of chemical dependency that will occur through other comprehensive program developments such as support groups and curriculum implementation. Students and staff members who have been involved in those other school programs will be valuable additions to the student awareness planning group.

The development of effective student awareness programs is an evolving process which will hopefully be facilitated by this guidebook. However, the final credit for the success of this and all other team efforts belongs to team members who have committed themselves to helping others better understand chemical dependency. It is through that dedication that Maine's youth will be able to deal with chemical use, abuse, and dependency in healthier ways.